

B I S H O P   C A R R O L L

H I G H   S C H O O L

An Evaluation Report  
by

Calgary Regional  
Office of Education

March, 1975.

AE  
BIS

VOLUME I.

**Alberta**

EDUCATION

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## EDUCATION

Field Services

403/261-5026

Calgary Regional Office

Room 240

332 - 6th Avenue S.E.

Calgary, Alberta, Canada

T2G 0G5

March, 1975

Dr. J. V. Van Tighem  
Superintendent of Schools  
Calgary R.C. Separate S. D. #1  
300 Sixth Avenue S. E.  
Calgary, Alberta

Dear Dr. Van Tighem:

I am pleased to submit this report of the evaluation of the Bishop Carroll High School. The report is the work of the staff of the Calgary Regional Office and consultants from the Department of Education and the other Regional Offices in Alberta.

It is our sincere hope that this report may prove to be useful to your School Board, your central administration and to the staff of the school.

The entire group joins me in thanking you and your staff for the courtesies extended to us and for the frankness and openness with which we were received at the Bishop Carroll High School.

Sincerely,



R. E. Blumell  
Coordinator

REB/an

CHAIRMEN, TEAM MEMBERS AND  
AREAS OF RESPONSIBILITY

General Chairman	R. E. Blumell	
Administration	W. J. Ede J. A. Bacon C. Pyrch	- Chairman
Finances	O. L. Matson W. Weber	- Chairman
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G E N E R A L   R E P O R T



## PREFACE

This report has been bound in three parts -- Volumes I, II and III.  
This section is Volume I.

Volume IGeneral Report

This report touches on general items and key issues.

Volume IISpecific Areas Report

This report deals with all subject areas (e.g. Mathematics) and non-subject areas (e.g. Administration).

Volume IIIAppendices

This report contains additional supporting material.

## GENERAL INFORMATION

Data

School: Bishop Carroll High School  
 Address: 4624 Richard Road S. W.  
 Calgary, Alberta  
 District: Calgary Roman Catholic Separate  
 School District No. 1  
 Principal: Dr. Robert E. Lowery  
 Superintendent: Dr. J. V. Van Tighem  
 Year School Established: 1971  
 Type of School: Senior High School  
 Grades X - XII  
 Current Enrolment: (October, 1974) 1,146  
 Years of Operation: 3 complete years

District

1. The Calgary R. C. S. S. District No. 1 operates four high schools:

Bishop Grandin High School  
 St. Francis High School  
 St. Mary's Community High School  
 Bishop Carroll High School

2. Enrolment in the four high schools = 5,400.

Staff

1. Certificated

<u>Assignment</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
a. Administration and Supervision	2	-	2
b. Activities Director	1	-	1
c. Personnel Director	1	-	1
d. Counsellors	1	1	2
e. Regular Instructors	27	9	36
<b>TOTAL</b>	<b>32</b>	<b>10</b>	<b>42</b>

## 2. Non-Certificated Personnel

	<u>Men</u>	<u>Women</u>	<u>Total</u>
Instructional-Assistants	5	23	28
General-Aides	1	14	15
Clerical-Aides	-	10	10
TOTAL	6	47	53

## 3. Academic Preparation of Staff

	No Degree	Bachelor's Degree	Bachelor & Diploma	Master's Degree	Doctor's Degree	Total
Men	-	17	4	7	2	30
Women	-	8	-	4	-	12
TOTAL	-	25	4	11	2	42

## INTRODUCTION AND GENERAL STATEMENT

The Bishop Carroll High School is one of the schools of the Calgary Roman Catholic Separate School District No. 1. It has been operating since the fall of 1971 and completed three years of operation as an experimental school as of June, 1974. Prior to that, there was a period of planning from 1969-1971.

This high school was planned and became operational as a significantly different school -- in most aspects of its organization and operation -- from other high schools in Alberta. Because of this there has been, from the outset, very considerable interest in it, by other schools in the province, by educators in general, by the Alberta Teachers' Association, the Alberta School Trustees' Association and by many laymen.

An evaluation by the Department of Education, of the entire school was initiated during the spring of 1974 and carried out during the fall of that year. This evaluation was planned to be somewhat more intensive than many other regular evaluations in terms of time allotted to it and of the numbers of persons involved. Planning for this evaluation was a comprehensive exercise and involved all the consultants of the Calgary Regional Office in addition to others from all the Regional Offices in Alberta and from the central office staff of the Department of Education. Planning meetings were held by the consultants and with the administration and staff of the school. The consultants, singly and by their department assignments (e.g. Language Arts), communicated very freely with the teachers in the school with whom they were working.

The actual period allotted to the formal evaluation was the

month of October, 1974, but in addition to that there were numerous visits to the school for the purposes of seeking additional information, for clarifying certain points and for getting reactions of the teachers to the consultants' perceptions.

It was recognized, at a very early stage in planning, that the following components would be highly significant: a) Close cooperation and planning with the school administration, b) The spending of considerable time at the school by the consultants, c) The recruiting of a fairly large group of consultants -- some from all areas of the province, and d) Opportunity for regular feed-back by way of meetings with school staff and evaluation staffs in appropriate groups. These things were fully carried out.

To do the evaluation, it was deemed essential to carry out the following: a) Assess the nine basic subject areas, b) Assess the general administration, finances of the school and the school-community relations, c) Assess non-subject areas such as School Climate, Facilities, Learning Strategies, Course Structure, Staff Differentiation, Pupil Personnel Services, School-Community Relations and Media. These items are, in a sense, components of the school operation that cut horizontally across the entire school.

#### BISHOP CARROLL HIGH SCHOOL -- AN OVERVIEW

##### Philosophy

Bishop Carroll High School<sup>1</sup>, as one of 30 schools in the Model

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<sup>1</sup>The material of this section is summarized from R. Whitburn, Bishop Carroll High School: Introduction and Sample Curriculum Units, 1974.



Schools Project<sup>2</sup>, is dedicated to the philosophy that "total commitment to total change will produce better teaching and better learning".

### Basic Goals

Freely translated, the basic goals of the Model Schools Project include:

... making education more humane, professionalizing the business of teaching, aiding in the development of inter-personal relationships and expanding the education process to the community.

The means for achieving the basic goals are elucidated in the following set of enabling objectives<sup>3</sup>, which are in fact the basic goals of the Model Schools Project and therefore of Bishop Carroll High School.

They are:

1. To provide a program with varied strategies and environments for learning through which all students, regardless of differences in individual talents and interests, may proceed with gains.
2. To provide conditions for teaching that recognize differences among teachers and capitalize on the special talents and interests of each person.

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<sup>2</sup>The Model Schools Project, sponsored by the National Association of Secondary School Principals with assistance from the Danforth Foundation, established 34 "laboratory schools" aimed at attainment of educational ideals. The term of the Model Schools Project was for the five year period, 1969-74; Bishop Carroll High School began operation in September, 1971, and therefore has participated in only the last three years of the project, i.e., the three school terms which ended in June, 1974.

J. Lloyd Trump is associate secretary for research and development, emeritus, NASSP, and director of the Model Schools Project. William Georgiades is professor of Education, University of Southern California, Los Angeles, and associate director of the Model Schools Project.

<sup>3</sup>The enabling objectives are referred to in the literature prepared by Bishop Carroll High School as "basic goals".

3. To define clearly the role of the professional teacher as separate from the roles of clerks, instruction assistants, and general aides.
4. To separate the principal's role in instructional improvement and general supervision from management tasks that can be done by other persons.
5. To emphasize in curriculum revision the distinction between those learnings that are essential for all students, and those learnings which are specially relevant for some of them.
6. To reduce required learnings in all subjects so as to provide more time for students to follow their own interests and talents.
7. To develop better methods and materials for evaluating changes in conditions for learning, teaching, and supervising, as well as changes in the use of the things of education, also for evaluating the effects of the program on students, teachers and principals.
8. To utilize school funds, supplies and equipment, and other school facilities differently to produce better results without necessarily having more of the things of education.
9. To discover better ways of utilizing outside consultant help not only within a given school but also through audio-visual devices to spread the consultants' talents among other schools.
10. To analyze the process and the progress of change among schools.

In attempting to achieve these enabling objectives, the administrators and teachers in a Model School are expected to follow certain organizational patterns. The directors of the Model Schools Project have identified "three aspects of the teaching-learning environment: programs, people and structure". Several components of each of these are summarized below.

#### Program

Curriculum content. Following the organizational patterns of the Model Schools Project, then, the Bishop Carroll High School professional staff has adopted, as a basic curriculum, those areas that are essential for anyone who is educable. The nine basic areas are: a) English

Language Arts -- perhaps increasingly the communications, b) Fine Arts, c) Health, Fitness and Recreation, d) Mathematics, e) Modern Languages, f) Practical Arts, g) Religious Studies, h) Sciences and i) Social Sciences.

The literature on the Model Schools Project points out that the basic struggle on the part of any faculty, and department is to answer the question, "What are the minimal essentials which all students need?"

Methods of learning and teaching. The Model Schools Project calls for organizational patterns and teaching strategies that expose students to the basic areas of learning, over a three-year cycle on a continuous, even though not daily basis. The rationale for such an approach to teaching and learning is that students are more likely to have a much higher level of retention than is the case with students who have a one-shot exposure, a semester course or a year course and then express thanks that the course is completed. The Model Schools Project literature argues that this kind of curriculum scheme reflects an effort to enable the student to see the nine areas of knowledge as part of the daily world in which he lives, rather than as isolated subjects which he will study in a few required classes and then dismiss from his mind forever.

The architects of the Model Schools Project have decided that the curriculum must provide for a minimum level of exposure for all students in each of the nine areas. To accomplish this exposure they have developed unit-paks which students are to use in independent study. After the student has completed the minimal performance he then participates in depth studies, based on interest or other kinds of endeavors, but he will never stop taking work in any one of the nine basic areas of human

knowledge. Each student is required to attend a specified number of small-group seminars in conjunction with completion of each unit-pak. Credit for completion of a unit-pak is usually not granted until seminar attendance requirements have been met.

The learning strategy referred to most frequently in the Bishop Carroll High School literature is independent study. Independent study, as defined in the Model Schools Project includes two basic areas:

a) What the school requires -- the assignments given to students, not simply and only what students want to do, and b) What the individual wants to learn beyond that which is compulsory according to his own interest, by going into as much depth as possible, and becoming as creative as possible. Independent study is not study apart from direction by teachers, by Instructional-Assistants, by other adults in a student's environment. It is not truly independent to the extent that the student determines the entire use of his own time. Independent study grows out of some of the kinds of motivation which are handled in the presentation of some of the kinds of issues and questions raised in discussion groups. Consequently, independent study, in and of itself, cannot stand alone; it must be seen as part of the triangle of presentations, discussion groups and the third portion of the triangle, independent study.

The methods of learning and teaching utilized in Bishop Carroll High School can vary widely, but they are to be consistent with the following set of principles:<sup>4</sup>

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<sup>4</sup>This set of principles is stated as the basic philosophy of the Model Schools and of Bishop Carroll High School in literature provided by the Director of Activities and External Relations for Bishop Carroll High School.

1. Students learn when they see purpose to learning. The role of the teacher is to develop understanding of purpose. Learning should be goal-oriented to be purposeful and problem-centred to be effective.
2. Learning is an active process. Students must ponder, or rearrange, and use information and skills before possession becomes a reality. Teachers need to encourage students' activities in depth and breadth to facilitate learning and, they need to provide the students with the time and the space to pursue this active process.
3. Change in behavior is the central goal of instruction. If students do not grow, develop, adapt, create, and change in their behavior as a result of self-realization and understanding, then instruction has been ineffectual.
4. Students learn at different rates and on varied levels of comprehension in different content areas. All students should be able to move from where they are to the outer limits of where they can go during any given year of instruction.
5. Students learn best as a result of the appeal to the senses: seeing, hearing, touching and smelling. Effective instruction employs as many of the senses as possible on each idea presented.

Learning demands involvement, the interaction of the individual. Learning from a learning theory point of view is primarily an active, not a passive process. Accordingly, the Model Schools philosophy contends that if we expect to produce a larger number of young people, and future adults, whose learnings will continue in positive directions throughout all of their adult lives, we must face the very crucial question of learning how to learn, of helping young people find patterns of learning,



and involve directions in learning, so that learning is more than something which is prescribed by a rigidly controlled environment.

Locus of learning and teaching. The school has a variety of study and work centres, called resource centres, in all subject areas: silent areas for individual work, group study areas, special areas, close supervision areas, and work areas in every subject field (shops, laboratories, gymnasiums, etc.). Also the school provides presentation areas for Large-Group Instruction, small areas for Small-Group Discussion, and study and work areas for teachers and their assistants. (Each teacher has a private office.)

In addition to the printed unit-paks, and a variety of books and periodicals, a wide variety of electronic media are available for use by students and teachers. In theory, completion of the unit-paks should involve students in a variety of strategies and learning environments.

Evaluation of pupil progress. Teacher-Advisors, with the help of Instructional-Assistants, attempt to measure whether the students have achieved the minimal performance levels which are prescribed.

### People

Differentiated instruction staff. The Model Schools Project provides for at least four levels of staffing as it relates to the work in the classroom. First, of course, is the professional teacher who must have adequate time to prepare professional material, to keep up to date, to confer frequently with colleagues, to conduct research and spend time in his very important role as Teacher-Advisor.

Supporting staff include Instructional-Assistants, Clerical-Aides and General-Aides. These persons perform various tasks from the supervision of study centres to giving assistance in gathering materials, setting up machines and so on. Job descriptions for these people are given in Appendix C.1.

Differentiated counselling staff. There are, in the school, Professional Counsellors and Teacher-Advisors. On occasion referrals may be made to Special Consultants. The Professional Counsellors help students with personal problems and assist Teacher-Advisors with some components of their work. The Teacher-Advisors monitor the work of about 30 students, giving assistance in a wide range of student problems.

Differentiated supervision-management. In the Model Schools the principal has a role somewhat different from the usual. He is to spend three-fourths of his time on instructional improvement and one-fourth on management and supervising other programs. The vice-principal is to spend full-time on instructional improvement. In addition to these two people there is an Activities Director, an External Relations Director, a Personnel Director and a Business Manager. This in-house staff collectively administers the school.

### Structure

Of considerable significance to the operation of this school are such factors as time, numbers, spaces, money and options. These factors are discussed briefly below.

Time. Individualized scheduling removes most control of time from the central office to the Teacher-Advisor who may change a student's schedule at any time. Teacher schedules, too, are quite flexible.

Numbers. Pupils are scheduled into large-groups (200-300) and small-groups (15-20) with varying numbers in the work centres -- individuals working alone or in association with a few other pupils. The inflexible class grouping of 25-35 students is not a part of this school's operation.

Spaces. Size, type and locale vary with purpose. Large-groups meet in the theatre, small-groups in small conference rooms; individual study may go on in large subject area spaces. Utilization of resources in the community -- libraries, museums, etc. -- is also a significant use of space.

Money. The school literature says "Financial-input is analyzed in terms of product-output". Their goal is "not necessarily spending less money, but producing better outcomes from the expenditures ..."

Options. The school operates on the basic premise that alternatives may always be adopted. This would have application to learning strategies, to types of arrangements and organization within the centres, to organization of school year and so on. The staff normally makes an assessment and is free to suggest changes.

## SUMMARY AND FINDINGS

### Summary

This report (Vols. I, II and III) is the result of a careful evaluation of the Bishop Carroll High School. The dimensions of the study included an examination of the school's purposes and philosophy, its entire program (nine subject areas) as well as its supporting administration, its closely related physical facilities and the financial relationships. Also included in the study is an examination of significant areas (seven non-subject areas) that cut horizontally across the entire school operation. These parts of the study have been treated in some detail in Vol. II and may be examined by readers seeking greater knowledge of the entire school operation. The appendix is the final section (Vol. III) of the report. It includes materials which are certainly relevant to the study, but which may not be of wide general interest. Included in the appendices of the report are the following: questionnaires (e.g. Facilities), supporting materials (e.g. Job Descriptions), summaries of materials not included in the general reports, statements that may have implications for follow-up examination and study, statistical data, some relevant course outlines that may be used for a comparison basis, and so on. It is the belief of the evaluation team that these materials are a significant part of the report.

### Findings

This school has operated both as a new school and an experimental school. Since numerous aspects of it have been, and are, operating on

a different basis from the so-called "traditional" high schools, these aspects may have certain implications for education in Alberta.

1. Time

a) Time-Credit and Performance-Credit

In theory, the relationship between time and credit at this school has been abolished. The school day lasts from 9:00 a.m. to 3:00 p.m. and is divided into twelve 30-minute periods on a 5-day week, in a 2-week cycle. Thus each student has a timetable for a 27½ hour week. This is, however, total time and makes no reference to actual subject area time. This total time conforms to Provincial regulations and hence the total time requirement makes a student eligible for 40 credits. In an individualized type of program such as is offered at Bishop Carroll High School a student moves at his own rate and he may move as quickly as he is able to complete the required assignments.

There is then, in most areas, a rather close relationship between performance and credit, but with individualized instruction this relationship, as with time-credit, is not a completely rigid one. Both concepts, time-credit and performance-credit are evident on a flexible basis.

b) Time to complete high school program

A rough survey in this system revealed that the pupils remained in Bishop Carroll High School for approximately one semester longer than do pupils in the other high schools of the system.



This facet of the time component has implications for the pupils' education and although the school finds justification, educationally, for the increased time spent, there is nevertheless an increased cost associated with the additional time. A number of parents expressed concern about the time taken to complete high school at this institution.

c) The Role of the Teacher-Advisor

It is recognized in this school that the Teacher-Advisor plays a particularly significant role. He has the responsibility for 30 to 35 students in a counselling-advising capacity, in addition to responsibilities for teaching, curriculum development, activity supervision, area team activities and other miscellaneous duties. The role description for these people says that the Teacher-Advisor will meet with each counsellee at least four hours per month. To perform all of these responsibilities -- deemed to be significant and necessary to the educational process of this school -- raises a question of a time constraint which the teachers report is impossible to overcome.

2. Curriculum

a) Unit-Pak

The curriculum at Bishop Carroll High School is, to a large degree, represented by the unit-pak in the nine subject areas.

"The unit-pak is a teacher planned program designed to assist the student in progressing through a set of learning experiences

that can occur on an individual basis."<sup>5</sup> Most unit-paks consist of from two to twelve typewritten pages of expository materials usually quite didactic in tone. Generally speaking the unit-paks seem to follow quite closely the objectives and content of the Alberta Program of Studies. Exceptions to this may be found in the Industrial Arts and Physical Education. The major component of student learning at this school is provided by the unit-paks. Hence the effectiveness of learning is determined in large part, by the quality of these materials. The team felt that the unit-pak tended to restrict learning styles and that it required only a limited scope of learning materials.

b) Activities

A very broad variety of activities have been planned and organized at the school. These include extra-curricular and co-curricular. The extra-curricular activities are on much the same basis as at any other school, except that some of these are carried on during the regular school day, e.g., football practice. Co-curricular activities are an actual part of the curriculum. There has been an attempt to move out of the classroom and out of the school for learning experiences in the out-of-doors and in the community and beyond. The Glenbow Museum, Theatre Calgary, Mount Royal College, Commercial and Business establishments -- to name a few -- are considered

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<sup>5</sup>McLean, A. F. Unit-Pak, Construction and Design, 1973. Calgary, Alberta: Bishop Carroll High School.

as valuable and useful agencies at which to carry on significant educational activities. Additionally it may be noted other organized activities within the curriculum have taken groups of pupils to Quebec and to France for language and cross-cultural studies.

### 3. Study of Comparable Student Achievement

There is no evidence to indicate that the students are achieving less well in this school than in others. In view of the short time that this school has been operating, the limited time spent in the school by the evaluating team and due to the fact that many of the school's objectives are in the affective domain, it has not been possible to get a measure of comparable achievement. It would appear, however, that considerable success has been attained in humanizing education and in developing a reasonably high level of pupil commitment to learning.

A small survey of the school's graduates at the University of Calgary indicated that students had good background training for University as a result of their experiences at Bishop Carroll High School.

There appears to be a need for a longitudinal follow-up study of graduates in post-secondary institutions in order to assess the quality of the school's program.

### 4. Humanization

The Bishop Carroll High School students and staff have made significant strides towards the achievement of their stated goals,

"to make education more humane" and to "aid in the development of interpersonal relations." The attention they have paid to the affective domain is crucial to the attainment of the overall objectives for the school.

#### 5. Differentiated Staffing

The Bishop Carroll High School operates on a differentiated staffing basis. The administrators of the school are called "Differentiated Supervision Management Staff." The team consists of the principal, vice-principal, Activities and External Relations Director, a Personnel Director and a Business Manager.

The professional staff of forty-two teachers is supported by fifty-three para-professionals who appear to be essential for this type of school organization. Twenty-eight Instructional-Assistants with at least two years of university work in the subject field in which they work, help students with their unit-paks in the resource centres, keep order and assist the teachers in preparing materials and evaluating progress. Fifteen General-Aides assist by providing books and learning materials as they are needed by the students, and have general charge of their storage and care. They maintain student files and records and may use them to inform students of their progress. The ten Clerical-Aides type, file, look after the mail and answer the telephone.

28  
15  
10  
53

The evaluation team found that a) generally the para-professional staff was fulfilling its functions adequately, b) relationships with the professional staff were good, c) there was a rela-

tively high turnover of para-professionals and this was viewed as a weakness and d) the Instructional-Assistants were not sure as to where their job ended and the teacher's job began.

Given present duties and responsibilities no Teacher-Advisor appears to have the time to assist adequately all of the students for whom he is responsible, as well as to carry out curriculum development and revision.

#### 6. Finances

The major question when considering the finances of Bishop Carroll High School is whether or not the school can operate effectively with normal funding.

This school was faced with abnormally high "start-up" costs. Approval was given for special funding from the Innovative Projects Fund for a \$197,311.20 project. Half of this total sum was to be supplied from provincial revenue and half from local revenue. The provincial contribution in the amount of \$98,656.00 was given to the school, but the board did not match this sum. However, the school currently has a deficit of approximately \$40,000.00, which it is striving to repay to the board. The school has experienced considerable difficulty living within its 1974 budget.

It seems doubtful that this school can operate on normal funding and maintain the generally high morale of the teaching staff and the fine school climate, if at the same time it is expected to make significant strides in broadening and enriching the program, reducing the high turnover of para-professionals, re-

paying the deficit to the board, and increasing the amount of instructional equipment.

The cost of graduating a student from this school is higher than for the other high schools of the system because of the greater amount of time required.

## COMMENDATIONS AND RECOMMENDATIONS

The commendations and recommendations listed in Volume I are not complete for any one specific aspect of the program. Readers seeking more detailed information are referred to the appropriate sections of the report -- Volume II.

### COMMENDATIONS

1. *The staff and pupils are to be commended for their apparent commitment to this school. This commitment is readily evident and shows up in the good rapport between pupils and staff, in the friendly atmosphere that is everywhere apparent, in the lack of vandalism and in the positive support of the school.*
2. *The efforts of staff and students alike have produced a highly positive, humane sort of learning environment in which warm and friendly but forthright interactions take place between teachers and students as a matter of daily routine.*
3. *The instructional teams have made noteworthy efforts to develop program components and instructional procedures aimed at achieving such desirable objectives as the following:*
  - a. *to meet the needs of individual students*
  - b. *to encourage student involvement in a broad spectrum of learning activities in a multitude of topics and areas*
  - c. *to provide opportunities for students to develop their own individual interests and talents*
  - d. *to structure programs so that all students are required to master a minimum quantity of essential knowledge.*
4. *Teacher-Advisors have provided leadership in the nine areas of study, and in most cases, together with the para-professional staff, have developed strong instructional teams. The General-Aides and Clerical-Aides have given good support to the total educational structure; and have served, along with the Instructional-Assistants, to free professional staff for the more difficult decision-making duties inherent in the teaching-learning process.*

5. *The staff members are to be commended on the degree of success they have attained in implementing individualized scheduling and pacing. It is recognized that implementation of such approaches requires solutions to a multitude of organizational and technical problems. The staff is working towards this end.*

## RECOMMENDATIONS

1. *Providing individual assistance to students.*

*The procedures used to orient students to the school, to help them choose courses and plan their use of time, and to provide individual assistance to students having difficulty, should be critically analyzed by instructional teams.*

One of the major tenets of the philosophy of this school is that every student must take major responsibility for his (her) own progress (or lack of it). The evaluators found that significant numbers of students had made very little progress toward completing course components in a year of attendance at this school. If the school truly intends to live up to its stated commitment "to provide a program with varied strategies and environments for learning through which all students, regardless of differences in individual talents and interests, may proceed with gains" and if it is to help students learn how to learn, then it must provide students with not only the opportunity, but also the guidance and instruction necessary to employ a wider variety of appropriate learning strategies. Simply offering students choices without giving them training and experience in decision making and planning, so that they can exercise wise, effective choices, would seem to be mere window dressing.

In view of the heavy demands that the counselling role places upon each Teacher-Advisor, it could be beneficial to both students and teachers if alternatives to the individual, teacher-student contact could be found for helping students having difficulties. Additional time for the Teacher-Advisor might be provided by hiring part-time, additional teachers, or by reducing the student-teacher ratio through limiting registrants in the courses. Perhaps utilization of a combination of group and individual procedures, and a variety of activities, resources and learning assignments would open up new possibilities for the development of alternative modes of performing the counselling functions.

2. *Student interaction in small-group sessions.*

*All instructional area teams should try to provide more opportunities for structured, small-group interaction among students for the purposes of using language to gain information, to clarify and revise perceptions and values, and to develop creative and social uses for language.*



Small-group seminars should become more directly related to the program as found in the unit-paks. Perhaps each unit-pak should contain a few questions which make seminar discussions necessary as part of the credit-gaining process. It may be desirable that the use of unit-paks be an outgrowth of seminars and small-group discussions. They would then become definite research and learning projects rather than information units for credit.

### 3. Revision of unit-paks.

*All existing unit-paks should be evaluated thoroughly to determine which ones should be discarded, which ones should be revised and to discover components of courses for which entirely new unit-paks must be developed.*

This evaluation of unit-paks should be based upon sets of criteria drawn up by each instructional area team, and should include such general criteria as:

- a. scope and depth necessary to meet adequately the needs of most of the students whether their goals are academic, vocational or personal
- b. emphasis upon the process skills relevant to each of the nine learning areas
- c. an appropriate balance or "mix" of emphases upon the affective and psychomotor domains as well as the cognitive domain
- d. appropriate attention to inquiry and discovery learning approaches as well as to directed acquisition of given knowledge of specifics
- e. structured learning packages which require students to use a wide variety of learning activities, resources and assignments, compatible with their varying individual needs, interests and capabilities
- f. utilization of diagnostic and evaluative techniques which facilitate individualization of learning and teaching
- g. emphasis upon the human interaction component of teaching and learning through provision of adequate small-group sessions, structured according to the needs and effective learning styles of different groups of students.

### 4. Utilization of resource materials.

*Students should be encouraged to make better use of reference materials and other resources and aids presently in the school.*

To this end, a central index should be developed of all resources available within the school, and orientation seminars should be given for students use of media. Instructional procedures, including unit-paks, should be designed to encourage greater utilization by students of resource materials on both individual and group basis.

There is need for more materials in terms of texts, film loops, film strips, charts and posters which correlate with the individual instructional unit-paks.

5. Utilization of human resources in the teaching-learning process.

*The instructional area teams should make a critical analysis of all their present task-expectations and of the time and other resources required to meet those task-expectations with a view to (a) setting up priorities as to which tasks must be completed and which ones could or should be completed, and (b) devising ways and means of utilizing time and resources more effectively to accomplish the high priority tasks.*

At present, Teacher-Advisors are unable to do justice to such important tasks as academic counselling of individual students and composing-evaluating-revising of courses. There needs to be a greater amount of time spent on curriculum development. The unit-paks are rather incomplete in many instructional areas. A greater emphasis upon cooperative planning among departments might reduce duplication of effort and duplication of demand for resources. This recommendation does not preclude the possibility that additional human resources are needed.

6. Utilization of community resources.

*It is recommended that the coordination of community learning activities be reviewed in terms of:*

- a. What is being done?*
- b. Who is responsible for it?*
- c. How is it presently being done?*
- d. Why is it being done?*

The coordination of community-learning activities appears to be a shared function between the Counsellors and Teacher-Advisors. Counsellors and Teacher-Advisors did not entirely agree as to the frequency with which Counsellors assumed this responsibility. Although community-learning activities is recognized to be an important part of the Model Schools philosophy, there is an apparent lack of clear understanding as to who has been designated the responsibility for coordinating these activities.

7. Differentiated staffing.

The differentiated staffing organization in this school should be continued and further developed.

8. Communications with publics.

Efforts should be made to improve communications between Bishop Carroll High School and its publics (Parents, Junior and Senior High Schools, Mount Royal College, S.A.I.T. and Universities) with respect to its philosophy, goals, program and operation.

9. Further study.

A longitudinal follow-up study should be commenced immediately re the performances of graduates of the Bishop Carroll High School in post-secondary institutions. This study should be structured so that it will provide information for use in assessing the quality of the school's programs.

10. Finances.

In order for this school to carry out its operation within the framework of the philosophy of the Model Schools, and in order to achieve its potential, it will be essential that the board provide additional financing.

Within the various reports, there are implications for finances. If these are to be acted on, the above recommendation will have to be considered.

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